



Morningside Middle

1999 Singley Lane
North Charleston, SC

Grades	6-8 Elementary School	
Enrollment	567 Students	
Principal	Kala Goodwine	843-745-2000
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

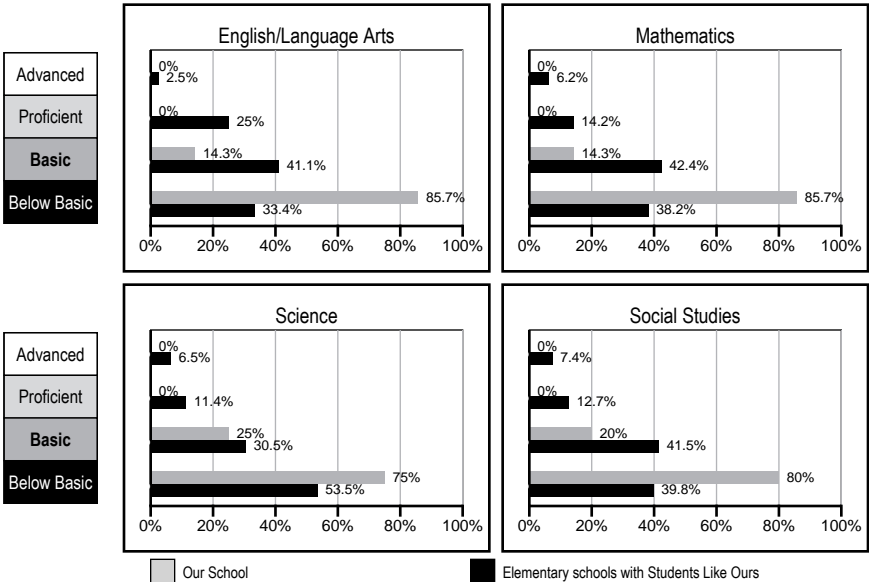
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	57	58

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=567)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	10.5%	Up from 7.3%	3.0%	2.3%
Attendance rate	90.3%	Up from 90.0%	96.0%	96.3%
Eligible for gifted and talented	3.5%	Down from 3.9%	3.8%	10.4%
With disabilities other than speech	15.7%	Up from 15.4%	7.9%	7.5%
Older than usual for grade	13.6%	Up from 5.2%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	14.5%	Down from 19.7%	0.0%	0.0%
Teachers (n=78)				
Teachers with advanced degrees	48.7%	Up from 27.8%	54.7%	56.7%
Continuing contract teachers	55.1%	Up from 51.9%	70.1%	77.3%
Teachers with emergency or provisional certificates	20.0%	Up from 10.0%	0.0%	0.0%
Teachers returning from previous year	67.8%	Down from 72.9%	83.4%	86.4%
Teacher attendance rate	93.2%	Down from 95.1%	95.0%	94.9%
Average teacher salary	\$42,510	Up 7.7%	\$43,916	\$45,345
Professional development days/teacher	8.1 days	Down from 12.3 days	13.3 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Up from 12.5 to 1	16.8 to 1	18.5 to 1
Prime instructional time	83.5%	Down from 83.8%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	37.9%	Down from 50.4%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$7,513	Up 34.4%	\$7,930	\$7,052
Percent of expenditures for instruction*	64.9%	Up from 63.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	59.2%	Up from 58.9%	63.1%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2007-2008 school year at Morningside Middle School has shown improvement in many areas and emphasis remains on improving academic success. We are building capacity in our academic program and showing improvement as our students are steadily making gains.

During the 2008-2009 school year, there will be major emphasis on literacy, which research shows is still the best way to increase test scores. There will be a reading teacher for each of the three grade levels. We have also partnered with Johns Hopkins University to implement their novel-based reading program. This program has had phenomenal success in schools with similar populations. The reading program will be comprehensive and school-wide. We are truly excited about this opportunity. In addition, time will be allotted for teachers to plan together and create project-based lessons and instill leadership skills in our students.

We are entering our second year as an AVID school. AVID stands for Achievement via Individual Determination and is geared toward the middle-level, first-generation, college-bound students. The program puts great emphasis on organization and higher level thinking skills, both of which are crucial to success in college.

The use of technology at MMS is steadily growing and adding to the creativity of the lessons. Smart boards were purchased for the classrooms, and their versatility is almost boundless. Students can literally dissect a frog or go into virtual space with the Smart boards. Also, we have utilized our own in-house experts by using on-staff teachers to teach each other. Regular professional development opportunities allow our teachers who are expert in areas such as iPod use and Pod casting to teach other teachers, helping to extend technology in the classrooms.

The positive behavior interventions and support (PBIS) system, a school-wide program that teaches students how to replace negative behavior, began in 2006 and still continues to be a positive part of the Morningside school climate. With its emphasis on promoting school pride and reducing discipline problems, we are proud of the accomplishments of the PBIS program. Our school rules for Morningside are: Be Ready. Be Responsible. Be Respectful.

Morningside pride remains evident as our athletic program grows better and stronger. The Student Council is a thriving, active organization, and we added a regular club day for all students. We are most proud that the Charleston County Teacher of the Year is our own Mrs. Gwendolyn Benton, a reading teacher. With such success, we at Morningside cannot help but live by our motto, "Run with the Best."

Kala T. Goodwine, Principal

Sherrel Brown, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 15 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Restructure
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.1%	0.0%	No
Student attendance rate	90.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	506	99.4	67.4	24.9	7.1	0.5	12	53.5	48.2	No	Yes
Gender											
Male	302	99	73.1	22.6	4.3	0	8.1	47.3	41.7	N/A	N/A
Female	204	100	59.1	28.3	11.3	1.3	17.6	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	62	98.4	69.4	25	5.6	0	8.3	77.6	60	I/S	Yes
African American	401	99.5	68.1	24.9	6.4	0.6	11.6	32.1	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	41	100	61.5	26.9	11.5	0	15.4	41.9	38.4	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	128	97.7	87.6	10.3	1	1	4.1	20.4	16	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	40	100	68	20	12	0	12	40	36.9	I/S	Yes
Socio-Economic Status											
Subsided meals	426	100	67.8	24.9	6.8	0.6	11.5	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	506	100	60	31.4	6.8	1.8	13.2	49.7	45.8	No	Yes
Gender											
Male	302	100	63.6	30.1	5.5	0.8	11.9	49.5	45.6	N/A	N/A
Female	204	100	54.7	33.3	8.8	3.1	15.1	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	62	100	63.9	27.8	5.6	2.8	13.9	75.6	59	I/S	Yes
African American	401	100	61	30.8	6.3	1.8	12.1	26.2	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	41	100	46.2	42.3	11.5	0	23.1	40.3	38.1	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	128	100	83.8	14.1	2	0	4	20.2	17.1	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	40	100	52	40	8	0	16	40.1	38.7	I/S	Yes
Socio-Economic Status											
Subsided meals	426	100	60.1	30.8	7.7	1.5	13.6	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	330	100	67.3	25.9	5.6	1.2	6.8	39.2	35.7	91.4	96
Gender											
Male	197	100	68	26	4.7	1.3	6	40.8	37.4	91.2	95.8
Female	133	100	66.3	25.7	6.9	1	7.9	37.6	33.8	91.7	96.1
Racial/Ethnic Group											
White	39	100	59.1	31.8	9.1	0	9.1	66.4	49.2	90.6	96.1
African American	266	100	70.4	24.4	4.2	0.9	5.2	15.3	17	91.2	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	99.5	97.3
Hispanic	23	100	42.9	35.7	14.3	7.1	21.4	26	24.9	93.5	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	99.9	95.7
Disability Status											
Disabled	88	100	82.6	14.5	1.4	1.4	2.9	16.6	14	91.5	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	96.9	96.2
English Proficiency											
Limited English Proficient	22	100	46.2	30.8	15.4	7.7	23.1	26.5	24.4	93.5	96.3
Socio-Economic Status											
Subsided meals	284	100	66.7	26	5.9	1.4	7.3	17.1	21.1	91.4	95.5

Social Studies

All Students	319	100	59.4	26.7	6	8	13.9	40.2	34	91.4	96
Gender											
Male	192	100	59.9	27	6.6	6.6	13.2	42	36.6	91.2	95.8
Female	127	100	58.6	26.3	5.1	10.1	15.2	38.3	31.3	91.7	96.1
Racial/Ethnic Group											
White	40	100	56	32	0	12	12	63.3	44.5	90.6	96.1
African American	252	100	62	26	4.8	7.2	12	19.1	19.1	91.2	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	99.5	97.3
Hispanic	25	100	37.5	25	25	12.5	37.5	29.3	27.5	93.5	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	99.9	95.7
Disability Status											
Disabled	79	100	78.3	16.7	1.7	3.3	5	18.2	14.4	91.5	94.7
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	96.9	96.2
English Proficiency											
Limited English Proficient	24	100	46.7	20	20	13.3	33.3	31.9	27.3	93.5	96.3
Socio-Economic Status											
Subsided meals	264	100	58.3	28	6.2	7.6	13.7	20.1	21	91.4	95.5

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	108	99.1	64.7	30.6	4.7	0	4.7
	7	213	99.5	73.6	23	2.9	0.6	3.4
	8	223	100	54.8	38.7	6.5	0	6.5
2008	3	4	I/S	I/S	I/S	I/S	I/S	I/S
	4	7	I/S	I/S	I/S	I/S	I/S	I/S
	5	12	91.7	100	0	0	0	0
	6	170	100	62	26.3	10.2	1.5	11.7
	7	133	100	70	24	6	0	6
	8	180	100	69.4	25	5.6	0	5.6
Mathematics								
2007	3	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	108	99.1	62.4	27.1	8.2	2.4	10.6
	7	212	99.5	58	35.1	4.6	2.3	6.9
	8	223	99.6	71	26.3	2.7	0	2.7
2008	3	4	I/S	I/S	I/S	I/S	I/S	I/S
	4	7	I/S	I/S	I/S	I/S	I/S	I/S
	5	12	100	100	0	0	0	0
	6	170	100	54.7	28.5	13.1	3.6	16.8
	7	133	100	58	37	5	0	5
	8	180	100	63.9	31.9	2.8	1.4	4.2
Science								
2007	3	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	56	98.2	81.8	9.1	4.5	4.5	9.1
	7	212	98.1	73.4	15.4	7.7	3.6	11.2
	8	112	99.1	67.4	21.7	7.6	3.3	10.9
2008	3	2	I/S	I/S	I/S	I/S	I/S	I/S
	4	7	I/S	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S	I/S
	6	88	100	69	22.5	5.6	2.8	8.5
	7	133	100	63	29	7	1	8
	8	94	100	70.8	25	4.2	0	4.2
Social Studies								
2007	3	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	53	98.1	36.8	47.4	10.5	5.3	15.8
	7	212	98.6	60.6	28.2	9.4	1.8	11.2
	8	110	99.1	39.1	55.4	5.4	0	5.4
2008	3	2	I/S	I/S	I/S	I/S	I/S	I/S
	4	7	I/S	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S	I/S
	6	87	100	31.4	32.9	10	25.7	35.7
	7	132	100	80.8	15.2	2	2	4
	8	85	100	54.2	37.5	8.3	0	8.3

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